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ABSTRACT

To enable advertising majors to better understand themselves in relation to their career aspirations, a two-part testing and evaluation program was developed. Data for the 39 college students who participated in the program were gathered using a computer analyzed interest inventory and a self-projective instrument. The self-projective instrument revealed that both men and women subjects perceived themselves as enterprising, artistic, and social; however, the interest inventory showed an opposite result, revealing a possible difference between self-perception and actuality. The work values that seemed important for the subjects were creativity, economic return, way of life, and achievement, with little variation between men and women. The least important values were esthetics and altruism. A series of pretests and posttests showed that the program had positive effects on self-perception and vocational choice. (Author/PL)

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VOCATIONAL INTERESTS AND PERSONALITY AWARENESS
FOR ADVERTISING STUDENTS: AN EXPERIENTIAL APPROACH

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ABSTRACT

In an effort to enable advertising majors to better understand themselves in relation to their career aspirations, a two part testing and evaluation program was developed. Both men's and women's self perception was Enterprising, Artistic and Social. The SCII (a computer analyzed interest inventory) showed an opposite result. The Artistic characteristic becoming prominent, revealing a possible difference between self-perception and actuality. This may be the result of an "expected role" perception. In general, both sexes showed to be Artistic and compared well with the national reference sample in relation to personality types in advertising.

The work values that seemed important for this group of advertising students were creativity, economic return, way of life, and achievement with little variation between men and women. The least important values were esthetics and altruism. Personality factors showed this group to have a tendency for assertive behavior with high-average liberal thinking aptitudes.

A series of pre and post tests, with controls, showed the program to have positive increased effects on self-perception and vocational choice.

VOCATIONAL INTERESTS AND PERSONALITY AWARENESS
FOR ADVERTISING STUDENTS: AN EXPERIENTIAL APPROACH

A major concern of Advertising Educators has been the degree to which preparation of their advertising students meet the constantly growing and increasingly sophisticated needs of the advertising fields. Information about what agency executives expect from academic preparation is gradually becoming available (5, 12). Student vocational inquiries encountered by members of the advertising community frequently cluster around concerns about "self." Selection either into or out of a profession generally addresses three crucial questions concerning the "self," "others," and "self-others." These questions in relation to the advertising profession are: "How can I find out about myself as a member of the advertising profession?"; "How do I compare with others who are studying advertising?"; and "How do I compare with persons who are successful in advertising?"

Many students choose advertising as an academic and employment venture with a minimum understanding of the field. The large majority know relatively little about the process, the type of jobs involved, and the personal qualities and abilities required for the jobs. In fact, students generally have a rather limited understanding of work and the work environment. Advertising was chosen on reputation; on hearsay rather than personal investigation of fact, i.e. the field offers creative challenge, lucrative opportunities, and occupational status. They perceive

advertising as a glamor business and the advertising agency as Camelot. We suspect that this is true of advertising students at most universities. What then can we as educators do to provide our students with a more realistic framework for self-evaluation in relation to both work and job expectancy?

The conception of our program came as the result of a remark made by a member of our industry advisory committee. This industrial advertising manager commented that most of the recent graduates seeking employment had little knowledge of the real workworld, lacked or had not developed an aggressive sales attitude, were devoid in assertiveness, tenacity, and a willingness to prove themselves. His assessment, whether accurate or subjective, is second to the fundamental question; should advertising educators be concerned with preparing students for work in general and become involved in behavior modification? In our case, it was yes.

In addressing the aforementioned question, the Advertising Area of the Department of Mass Communications worked in concert with the Testing and Evaluation Division of the Student Counseling Office in developing this program initially with the objective of helping students to better understand themselves and the work environment.

Reported below is the model, procedure used, and results of this inter-disciplinary approach.

Structural Model: Study of human behavior including vocational self seeking can be abstracted in a variety of forms. Hulett visualizes human behaviors on five levels: the electro-chemical level; the neuro-physiological level; the psychological level; the intrapersonal level; and the socio-cultural level (7).

The psychological level of Hulett's paradigm was chosen for the present study because it is parsimonious. Equally important is the fact that Hulett's discussions involve the "self," "others," and "self-others." Objectives of the present research were to explore these three questions of personality as they related to career decision skills involving students of advertising.

Goals and Objectives: Two goals and three objectives were pursued during the study. The primary goal, to gather information about the participants "selves," was crucial for attainment of the three objectives. The secondary goal, to measure outcome of the experimental process, was critical for evaluation of results. Paragraph one of this article listed the three research questions. These questions predetermined objectives, one for each question. The first objective was to provide each participant with data about himself or herself.

The Strong-Campbell Interest Inventory (SCII) was used to aid each individual identify his or her personality orientation in terms of the Realistic self "R," the Investigative self "I," the Artistic self "A," the Social self "S," the Enterprising self "E," and the Conventional self "C" (2,8). John Holland has established at the psychological level that each of us can be classified as behaviorally interacting primarily in the direction of one or two of these six personality types (6).

The Realistic person is more concerned with machines and materials, and less concerned with people; whereas the Social person is more concerned with people and less concerned with materials. Investigative individuals tend to behaviorally concentrate more on abstractions and less on activities involving the earning of money and prestige; whereas Enterprising

persons are more concerned with immediate production and function, and they are less concerned with theories. Artistic individuals express themselves in activities encompassing an increased awareness of their five senses and expressions thereof to the relative exclusion of the expectations of others or the expectations of society; whereas the expectations of others and appearances in the social order are major concerns of Conventional individuals.

Conflicts in behavioral goals occur if the first and second order interactions are in opposite directions, i.e.; Realistic vs Social, Investigative vs Enterprising, and Artistic vs Conventional. Persons with any one of these three separations will appear behaviorally inconsistent and will encounter difficulty in choosing a career direction. Little conflict is experienced if the first and second order interactions are consistent and closely related, e.g. Realistic + Investigative, Realistic + Conventional, Investigative + Artistic, Artistic + Social, Social + Enterprising, Enterprising + Conventional. In the present study the personality orientation of each participant was sampled twice--once with the Strong-Campbell Interest Inventory and again with the Holland Sort, a self projective instrument developed at Texas Tech University (3).

Data about others who are studying advertising was the second objective. Here the study drew heavily on the previous study of Gifford and Maggard, Lutz, and Auer (1, 5, 9). Donald Super's instrument for the study of work values in careers and the Sixteen Personality Factor were employed to sample and resample for the second objective. These samples provided each participant with information about goal directed priorities of other advertising students as well as providing participants with data about self.

Inter-active knowledge about the self-other combination was the third objective for the study. Since awareness of these interpersonal variables occur best in actual participation, groups were used in conjunction with the aforementioned instruments. Sampling the effectiveness of the process and of group interaction was accomplished with a pretest and posttest using a semantic differential. Analysis of the research data resulting from methodology indicates all three objectives were met.

METHOD

Procedure: The interaction of students, workshop facilitators, and evaluators took place in a highly structured two part workshop. The format of the workshop is given in Table 1. The first session included the majority of assessment activities, presentation of goals, and an introduction into personality awareness-interest-values-abilities. Session two's activities consisted of instrument interpretation, discussion of trends, and relative importance of individual differences.

Table 1. Format for an Experiential-Empirical Approach to
Personality and Career Awareness Workshop

WORKSHOP PROCEDURE

First Session (Semantic Differential as students entered the room)

- I. Warm-up (Food-animal fantasy)
- II. Presentation of aims of the workshop
- III. Testing (1) SCII
(2) Personality Factors
- IV. Discussion of personality awareness, components of each individual (Interests-Abilities-Values)
- V. Work Values Inventory (test)
Frequency counts and discussion
- VI. Holland's career interest variables
- VII. Wrap-up

Second Session (Discussion and interpretations)

- I. Warmup (Adjective from major career type)
- II. Mini-lecture on career interest variables
Consistency
- III. SCII Interpretation
Academic/Interpersonal Indices
General Occupational Themes
Basic Interest Scales
Occupational Scales
- IV. Three digit code in advertising
- V. Factors-assertion and experimenting
- VI. Summary and wrap-up

Post tests collected following three weeks after workshop
(Semantic Differential)

Subjects: Subjects were 39 junior and senior students (17 female, 22 male) enrolled in a copy layout class. The control group consisted of 24 advertising students comparable in class standing and course. The control group was utilized for comparing the effectiveness of the workshop's procedures in monitoring change of attitudes towards concepts related to advertising.

RESULTS

Since the goals of the workshop were two-fold, i.e. to gather information concerning advertising students and to see if an indepth experiential workshop would alter students' concepts and attitudes, the data will be presented separately over each of those areas.

Information Gathering:

SCII: Data for the 39 students were gathered on the SCII. Table 2 presents the means for the advertising students as well as the means for the norming sample on the administrative indices (AOR-IE) and the General Occupational Themes. The data were analyzed via t-test by sex. Only a difference on the Realistic (R) Scale was noted, i.e. the female students scored significantly lower than did the male students $t=2.42$, $p < .05$.

Insert Table 2 about here

The AOR, a measure of academic persistence, is designed so that students graduating with BAs score around 50, MAs 55, and PhDs about 60. The advertising students mean was 53.08, slightly higher than the score generally attained by graduates with bachelor degrees. The IE (Introversion-Extroversion) scale is

a measure of preference for working with people in social service, business, and education settings. Scores of 40 and below are on the extroversion side, while 60 and above are on the introversion side. Noted for this group is a combined mean of 42.31, a mean of 40.00 for the female students, and 44.09 for the male students. Although this difference was not significant, a slight preference for interpersonal interactions is noted for the female student in comparison to the male.

The means demonstrated for the General Occupational Themes indicated that this group of students (combined), when factored by the computer, are predominantly Artistic types $\bar{X}51.103$, secondarily Enterprising $\bar{X}45.64$, and thirdly, a Social type $\bar{X}44.36$.

Holland Sort: The students when selecting from the six personality types available in a self-projective task, selected the Enterprising type as the predominant type, Artistic the second type, and Social the third type. These data and the percent of times Holland's characteristics were defined by the computer are given in Table 3. When comparing the self-projective sort with the SCII, the Enterprising character also had the highest number of occurring predominant codes (indicated by greatest standard score). This would indicate that the group sees themselves as a more Enterprising personality type.

Insert Table 3 about here

A closer look at the Holland sort and the SCII indicated distinctly that the sex of the student accounted for a difference in predominant personality type. The more interesting differences

emerge when the female is considered. In the Holland Sort the female students saw themselves as basically Enterprising (18% more than did the males). The women selected Artistic as second and Social as third. Quite surprisingly on the SCII, the Enterprising and Social types were tied and both were second to the Artistic type. When the enterprising type did occur, it occurred with a 37% frequency less than the male students. When considering that the female students choose the Enterprising type as their predominant personality type to a greater extent than their male counterparts, but that the factored analysis on the computer scored inventory revealed lower scores than men, the possibility of role expectations, change, and role taking may account for this difference.

When viewing the frequency of predominant Enterprising characteristics for the Holland Sort and the SCII (Table 3) as compared to the greatest mean for the General Occupational Themes (Table 2), the greatest combined mean and for both sexes indicated that these groups of students are predominantly Artistic types.

Work Values Inventory: The results of the work values self projective inventory are given in Table 4. The percent of time a value was chosen as one of the five most or least important values as well as the percent difference between male and females are reported. Readily noticed by these data for the combined samples are the importance placed on economic return and achievement followed by way of life, and creativity. The values that were considered least important were esthetics, altruism, and then management. Several interesting patterns emerged. These were: (1) high creativity-low esthetics, (2) high

achievement and economic return-low altruism.

Insert Table 4 about here

When the values by sex were analyzed, other interesting patterns were noted. The female advertising students chose the values of creativity (37% less) and economic return (20% less) as an important value to a lesser extent than did the male student.

The work values that were chosen as the least important did not vary greatly between the male and female students. However, the female students' frequency of selecting independence as one of the least important values was 21% greater than the males.

Personality Factors: Figure 1. illustrates the results obtained from the two scales on the 16 PF that were used as part of personality awareness. No difference between the male and female students were demonstrated via t-tests on either scale. Noted by the Humble-assertive measure is that this group of advertising students are slightly more behaviorally assertive than the average college student, but is in the average range on an experimenting measure. The mean standard score was 16.8 on the assertion measure (7th decile) and standard score of 11.0 on the experimenting factor (6th decile).

Insert Figure 1

Effects of Workshop

Semantic Differential: A semantic differential was administered at the beginning of the workshop and again three weeks following the second session. A control group was given the semantic differential concurrently with the posttest for the experimental group. A possible mean of 7 points could be attained on this measure. T-tests were computed between

pre-post-control measures. The results are graphically illustrated in Figure 2.

Insert Figure 2

The means and standard deviations for the concepts being measured are given in Table 5. As can readily be seen, several positive increases were demonstrated between the pre-post-control measures. No significant differences were demonstrated between the pre and control measure indicating that the groups did not differ appreciably in attitude towards the concepts being measured at pre-test time. Therefore, differences at post-test time were likely to be a direct result of the in-depth experiential workshop. Since the mean scores at pre-test time indicated a positive attitude already existed for the concepts being measured, the alpha level was set at 0.1 to demonstrate actual treatment effects.

Insert Table 5

Noted in both Figure 2 and Table 5, are increases as a result of the treatment in the areas of My choice of career, My self confidence, Getting my point across to the client, and in the Total positive attitude towards the combined concepts being measured. In addition to the above increases, this group also appreciated in positive attitude towards the concept of My self understanding.

Summary and Conclusions

The tests of program effectiveness and student evaluations showed the workshop to be a useful learning tool. The data gathered by the measuring instruments raise intriguing questions and suggest areas for additional study and analysis.

The self-sort showed both men and women to perceive themselves as Enterprising, Artistic and Social. The women saw

themselves Enterprising 18% more than the men. When the SCII answer sheets were computer analyzed, the results revealed a turnabout. The Artistic characteristic became predominant for women with Enterprising taking a secondary role. The frequencies changed slightly for the men but rank order remained the same.

Examining the Enterprising characteristic, one may wonder why there was a 41% difference between the self-sort frequency and the computer analysis of results for females? Several explanations are plausible. These females preparing to enter a male dominated field may perceive themselves to have the characteristics they believe required for entry and success. The Enterprising personality type being effective in selling, dominating, and leading activities that require much energy, enthusiasm, and self-confidence (2,8).

This finding may indicate a trichotomy among educational preparation, expected role, and personality integration of the female preparing for an advertising career. Dissonance and frustration could result from such conflict.

When frequency measures are converted to mean scores we find the Artistic characteristic predominant among the General Occupational Themes and Enterprising ranking third for both sexes. Closer analysis of the data indicated that the appreciated mean of the Artistic type was accounted for by a few extremely high Artistic scores coupled with low Enterprising scores.

Student test scores compared favorably with the David Campbell criteria of successful advertising executives in that two out of three of the highest rankings were identical in both groups, i.e. an Artistic and Enterprising code in any order (2).

The findings also match favorably with John Holland who identifies the advertising occupations as having predominant Artistic characteristics (6). We question whether the Campbell and Holland samples of advertising executives may have also contained some subjects with very high Artistic scores and low Enterprising scores as did our sample?

What is interesting here is why the self-sort shows students perceiving themselves to be far more Enterprising than Artistic? We believe these students envision themselves more as fulfilling a sophisticated advertising management/business/sales model rather than the esthetic/artist. This is reinforced when examining the work value rankings.

On a combined basis, the most important work value scores were what an advertising educator might expect; high economic return, achievement, way of life, and creativity. Surprisingly, the least important work values were esthetics, altruism, and management. One might expect creativity and esthetics to be positively related. It seems that advertising students view creativity from a functional, problem-solving standpoint and not from a pleasing esthetic or artistic view.

College students might also be expected to be altruistic. During the discussion sessions they revealed a sense of pragmatic altruism. They view the consumer to be intelligent and capable of taking care of themselves. This may be a reflective view of their consuming behavior. They do not seem to feel responsible for their fellow humans other than to stay within the law; to ascribe and practice their profession by following accepted advertising codes of ethics. This could be expected considering the importance of high economic return and achievement.

When the work value scores are examined by sex, females place less emphasis on creativity and economic return but indicate associates, intellectual stimulation, and achievement more important to a worthwhile work experience than do males.

On the least important side, the men considered independence a more important factor than did women. As women considered associates more important than men, this would indicate the work environment as having social/interpersonal as well as economic meaning to them. This conclusion was further supported by the Introvert-Extrovert (IE) score of 40 for women obtained on the SCII. A 40 is at the lowest range of the extrovert scale; 40 and under characterizing an extrovert personality with scores of 60 and above indicating introversion.

Since one should expect that a higher extroverted personality would frequently be matched with a more assertive personality, a test was then run to measure both assertiveness and experimentation tendencies. The group was found to be more assertive than the average college population but in the average experimentation range. Being average in this case may be a positive factor if it would lend to empathic qualities. As an aftermath of the program, several participants scoring low on assertiveness have sought assistance in improving this skill.

To test overall effectiveness of the program, a pre and post semantic differential was employed. This was administered to the workshop members and a control group. Significant positive increases were demonstrated in the areas of "My choice of career," "Getting my point across to the client," and "Total positive attitude" over the pre-program and control group scores. There was a significant increase in "My self-understanding," within

the program group, and a positive and significant increase over the control group on the "My self-confidence" concept. The program was seen as the only factor that could have caused this increase and we therefore concluded the workshop worthwhile and its continuance seriously considered.

Following the post testing, participants were asked for written evaluations. Over 80% of these were highly favorable. The comments indicated benefits in several areas; reinforcement of self-concept and career choice, helped to better understand self through evaluation and analysis, forced to think about chosen profession and eventual job, opportunity to talk with others about the work environment and jobs. The many suggestions for improvement were taken as a positive indication of the value of the program. The students urged continuance and that it should be made available earlier in the schooling. Other suggestions included: have smaller discussion groups and allow more time for these discussions, test abilities as well as interests, and alternate the testing periods so as to avoid tedium. These evaluations, the personal comments, and the test results reinforce the value of the program.

Several areas for future study have been indicated by these findings. Of particular interest to the researchers are whether the Strong or Holland personality or interest profiles accurately reflect the changing nature and needs of the advertising business? We also question whether a single dominant characteristic (the Artistic personality type), could effectively be used to characterize the many diverse jobs that are performed. Some specific norms for various jobs or classifications rather than

broad cross-sectional measures may better help the educator preparing students for their careers and testing and evaluation personnel in providing guidance.

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Table 2 Standard Score Means for the Administrative Indices and General Occupational Themes on the SCII for Advertising Students

Advertising Students					
	Female		Male		Combined
	TTU	SCII*	TTU	SCII*	TTU
AOR	52.94		53.18		53.08
IE(Introversion)	40.00		44.09		42.31
Realistic	26.47	43	50.00	50	39.74
Investigative	41.18	46	38.18	50	39.49
Artistic	49.41	57	52.27	54	51.03
Social	42.35	45	45.91	50	44.36
Enterprising	43.53	51	47.27	55	45.64
Conventional	44.71	46	39.54	46	41.80
	n=17	N=200	n=22	N=201	N=39

*SCII means are for the advertising executive occupation sample

Table 3 Percent Times Hollands Characters were Selected as First Code in a Self-projective Instrument and a Computer Factored Inventory (N=17 Females, 22 Males)

	<u>Holland Sort</u>				<u>SCII</u>			
	Combined	Female	Male	%D	Combined	Female	Male	%D
R	5	0	10	-10	5	6	5	+ 1
I	0	0	0	0	0	0	0	0
A	18	18	19	- 1	29	35	24	+11
S	16	12	19	- 7	16	24	10	+14
E	55	65	47	+18	41	24	57	-37
C	5	6	5	+ 1	8	12	5	+ 7

%D Female percent minus male percent

Table 4 Frequency of Times That a Work Value was Selected as Either a Most or Least Important Value.

Value	Percent of time being chosen as Most Important				Least Important			
	C	F	M	D%	C	F	M	D%
Creativity	<u>60</u>	41	73	-32	15	29	5	+14
Management	24	29	18	+11	<u>49</u>	53	45	+ 8
Achievement	<u>66</u>	76	55	+21	5	6	5	+ 1
Surroundings	29	29	27	+ 2	32	29	32	- 3
Supervisory Relations	8	6	9	- 3	37	35	36	- 1
Way of Life	<u>63</u>	65	59	+ 6	10	6	14	- 8
Security	32	24	36	-12	33	35	32	+ 3
Associates	39	59	23	+36	13	12	14	- 2
Esthetics	8	18	0	+18	<u>72</u>	71	73	- 2
Prestige	37	41	32	+ 9	37	29	43	-14
Independence	21	12	27	-15	41	53	32	+21
Variety	29	29	27	+ 2	21	12	27	-15
Economic Return	<u>66</u>	53	73	-20	15	12	18	- 6
Altruism	8	12	5	+ 7	<u>63</u>	59	64	- 5
Intellectual Stimulation	21	35	9	+26	29	29	27	+ 2

C=Combined N=39

F=Female N=17

M=Male N=22

D%=Female % Minus Male %

		Average											
		1	2	3	4	5	6	7	8	9	10		
HUMBLE, mild easily led, docile, accomodating								#				ASSERTIVE, aggressive, stubborn competitive	
CONSERVATIVE, respecting traditional ideas							#					EXPERIMENTING, liberal freethinking	

= Mean Decile score for Advertising Students at TTU (N=39)

Figure 1. Profile of Assertion and Experimenting Factors for a Group of Advertising Students

Table 5 Means and Standard Deviations of Semantic Differential Concepts
in a Psychological/Vocational Workshop

	Experimental Group		Experimental Group		Control	
	Pre		Post			
	X	SD	X	SD	X	SD
MCC	4.97	.96	5.50 ^{*@}	.88	5.08	.73
MSC	5.01	1.08	5.42 [@]	.90	5.06	.79
MSU	5.38	.98	5.67 [*]	.94	5.28	.70
UNE	4.92	1.00	5.12	.90	4.89	.65
GPA	4.99	1.05	5.40 ^{*@}	.98	5.02	.87
AEI	5.74	.79	5.72	.92	5.42	.94
TOT	186.26	26.68	198.08 ^{*@}	27.57	186.50	20.58
	N=39		N=39		N=24	

^{*}Post is greater than the pre-test P less than .10

[@]Post is greater than the control group P less than .10